



Partners in Policymaking[®] LEADERSHIP TRAINING PROGRAM

For parents of young children with developmental disabilities and for adults with disabilities

Class 36
Year XXXII

The Partners in Policymaking[®]
program is about achieving greater:

INDEPENDENCE

PRODUCTIVITY

SELF-DETERMINATION

INTEGRATION

INCLUSION

CLASS 36

SEPTEMBER 2018 - MAY 2019



PARTNERS IN POLICYMAKING® is a leadership training program designed for parents of young children with developmental disabilities and adults with disabilities. The Partners program was created by the Minnesota Governor's Council on Developmental Disabilities more than 30 years ago, and has been offered nationally and internationally. Partners teaches leadership skills, and the process of developing positive partnerships with elected officials and other policymakers who make decisions about the services that you and/or your family use. Partners is accessible, informative, and empowering.

Since the first Partners class in 1987, a total of 982 self advocates and parents are Minnesota Partners graduates. Class 36 will bring that number to over 1,000 Partners graduates!

PARTNERS is about systems change – creating, working towards, and achieving a vision of shared values about people with disabilities. It is based on the belief that the most effective and enduring public policy decisions are made by the people who need and use services in partnership with elected officials and other policymakers. It is about becoming confident in oneself, competent in the knowledge and information received, and comfortable in sharing the life experiences and expertise one brings to the program.

Participation in PARTNERS requires:

A commitment to attend all eight weekend sessions	An interest in learning and practicing new skills in a comfortable and safe environment
A desire to build and strengthen a network of people from diverse cultural backgrounds and life experiences	A willingness to learn from national and state experts who share our vision and values

For more information about applying for Partners Class 36,
visit: mn.gov/mnddc/pipm

**September 21 - 22, 2018 • Friday & Saturday**

History of Disabilities and Services

History of the Parent, Self Advocacy, and Independent Living Movements

How Partners Has Changed My Life!

Person Centered Thinking and Person Centered Planning

October 12 - 13, 2018 • Friday & Saturday

Inclusive Education

Roundtables with MN Department of Education Staff

Civil Discourse

November 16 - 17, 2018 • Friday & Saturday

County Role in Developmental Disabilities

Creating a Future Vision

Meetings with County Commissioners

January 11 - 12, 2019 • Friday & Saturday

Supported Living and Customized Employment

February 8 - 9, 2019 • Friday & Saturday

Community Organizing

Data Practices and Parliamentary Procedure

The Role of the Media

March 17 - 18, 2019 • Sunday & Monday

Minnesota's Legislative Process

Mock Legislative Hearings

Governor's Open Appointment Process

Legislative Update

Visit to the State Capitol — Meeting with Legislators

April 12 - 13, 2019 • Friday & Saturday

Introduction to and the Role of the Federal Government

Federal Issues Update

Meetings with Congressional Delegation Staff

May 17 - 18, 2019 • Friday & Saturday

Beyond Partners — Moving Forward

Personal Growth

Graduation



FREQUENTLY ASKED QUESTIONS ABOUT PARTNERS IN POLICYMAKING®

Who is eligible to participate in this program?

This program is designed for parents of young children with developmental disabilities and for adults with disabilities.

What is the time commitment required for those who are chosen to participate in this program?

Participants are required to attend all eight weekend sessions (September through May with no session in December). The sessions run from 11:00 AM to 9:00 PM on Day One and from 8:30 AM to 3:00 PM on Day Two. (Note: Sessions are held on Friday and Saturday except in March when the session is held on Sunday and Monday.)

Where are the weekend sessions held?

All sessions will be held in the Crowne Plaza Aire Hotel in Bloomington, MN (3 Appletree Square, Bloomington, MN 55425).

Is there a fee to attend this eight-month training?

There is no charge to attend. The cost for those selected to participate is covered in part by a grant from the Administration on Intellectual and Developmental Disabilities to the Minnesota Governor's Council on Developmental Disabilities.

Do I have to pay for my overnight accommodations and travel expenses?

Overnight accommodations are provided for participants who drive a distance. Class members are matched and housed in double occupancy rooms. Mileage reimbursement is also available to class members. Refreshment breaks, two lunches, and one dinner are provided during each weekend session.



FREQUENTLY ASKED QUESTIONS (Continued)

Is there financial assistance available to help pay for respite/child care or personal care assistants?

The Partners program does not provide onsite services. However, a reimbursement allowance is provided for participants needing financial assistance.

Is there work to be done between monthly sessions?

Yes, after each session, a homework assignment that builds on and supports the topics addressed must be completed and turned in at the following session.

Who does the training?

Speakers are national and state subject matter experts or practitioners.

How do I apply for Class 36?

Complete the application form included in this brochure or complete the online application form at mn.gov/mnddc/pipm, Class 36 Partners in Policymaking (left side bar). The application deadline is July 9, 2018.

How are class participants selected?

A Review Committee, which includes Partners graduates and representatives from the Minnesota Governor's Council on Developmental Disabilities, will select participants based on several criteria. Class size is limited to 35 members.

When will I know if I have been selected to participate in Class 36?

Applicants will be notified about the status of their application by August 13, 2018.

Partners in Policymaking is a program of the Minnesota Governor's Council on Developmental Disabilities, financed in part by a grant from the Administration on Intellectual and Developmental Disabilities, under provisions of P.L. 106-402



We invite you to invest your time and energy over an eight-month period to become a community leader and an agent of long-term change.

Definition of "Developmental Disability"

According to the Developmental Disabilities Assistance and Bill of Rights Act, the term “developmental disability” means a severe, chronic disability of an individual that:

- is attributable to a mental or physical impairment or a combination of mental and physical impairments;
- is manifested before the individual attains age 22;
- is likely to continue indefinitely;
- results in substantial functional limitations in three or more of the following areas of major life activity:
 - Self-care
 - Receptive (understanding) and expressive language
 - Learning
 - Mobility
 - Self-direction
 - The capacity for independent living
 - Economic self-sufficiency; and
- reflects the individual’s need for a combination and sequence of special, interdisciplinary or generic services, individual supports, or other forms of assistance which are of a lifelong or extended duration and are individually planned and coordinated;
- **Infants and Young Children** — an individual from birth to age nine, inclusive, who has a substantial developmental delay or specific congenital or acquired condition, may be considered to have a developmental disability without meeting three or more of the criteria described above if the individual, without services and supports, has a high probability of meeting those criteria later in life.



"Partners has given me the boost to believe my daughter has a better future, can go to college, have a job she likes, and a home of her choosing. Partners has given me the boost to believe I can do advocacy work."

"People with disabilities need to work together. Discrimination is discrimination & working together, we can accomplish more. Learning how much common ground we have with one another has given me a better sense of belonging & a feeling that I'm not alone."



"After completing Partners, I believe passionately that it is my civic responsibility to work with legislators on a regular basis to affect change that encourages people to value the talents & skills of people with disabilities. One person can make effective & lasting change."



Partners in Policymaking®

56 – 33rd Avenue South, #283

St. Cloud, MN 56301

www.togpartners.com

Return Service Requested

APPLICATION FOR PARTICIPATION

CLASS SCHEDULE

Note: All sessions are Friday and Saturday EXCEPT the State Legislative Weekend, which is Sunday and Monday.

Session 1: September 21 - 22, 2018

Session 2: October 12 - 13, 2018

Session 3: November 16 - 17, 2018

Session 4: January 11 - 12, 2019

Session 5: February 8 - 9, 2019

Session 6: March 17 - 18, 2019

Session 7: April 12 - 13, 2019

Session 8: May 17 - 18, 2019

MINNESOTA TENNESSEN WARNING

The information requested on this application is for the purpose of selecting individuals who meet the criteria for participation in the Partners in Policymaking program. The list of names and addresses of Partners graduates that is prepared for each Partners class is taken from applications and considered public data under the Minnesota Government Data Practices Act. This list may be requested and will be released upon request.

APPLICATION DEADLINE: JULY 9, 2018

Note: This application is for Minnesota applicants only.

Application decision by August 13, 2018

To apply by mail: Send completed application to
The Odyssey Group, 56 - 33rd Avenue South, # 283, St. Cloud, MN 56301

To apply online: Application form at mn.gov/mnddc/pipm, Class 36 Partners in Policymaking (left side bar).

PLEASE PRINT IN INK

Name

Street Address

City

County

State

Zip

Email

Home Phone ()

Work Phone ()

Cell Phone ()

Email

1. Are you a person with a disability? ☐ yes ☐ no (If no, please proceed to Question 2.)

a. If so, please specify your disability and provide information about how it affects your daily life:

b. What kinds of support services or technology services/devices do you use or do you receive?

2. Are you a parent of a child with a developmental disability?

☐ yes ☐ no (If no, please proceed to Question 3.)

a. If so, what services do you, your family, or your son/daughter receive from the county where you live?

b. Fill in one circle in each column for each child with a developmental disability:

CHILD 1		CHILD 2		CHILD 3	
Age	Disability	Age	Disability	Age	Disability
<input type="radio"/> B - 3	<input type="radio"/> Physical	<input type="radio"/> B - 3	<input type="radio"/> Physical	<input type="radio"/> B - 3	<input type="radio"/> Physical
<input type="radio"/> 4 - 7	<input type="radio"/> Cognitive	<input type="radio"/> 4 - 7	<input type="radio"/> Cognitive	<input type="radio"/> 4 - 7	<input type="radio"/> Cognitive
<input type="radio"/> 8 - 10	<input type="radio"/> Emotional/ Behavioral	<input type="radio"/> 8 - 10	<input type="radio"/> Emotional/ Behavioral	<input type="radio"/> 8 - 10	<input type="radio"/> Emotional/ Behavioral
<input type="radio"/> 11 - 14		<input type="radio"/> 11 - 14		<input type="radio"/> 11 - 14	
<input type="radio"/> 15+	<input type="radio"/> Sensory	<input type="radio"/> 15+	<input type="radio"/> Sensory	<input type="radio"/> 15+	<input type="radio"/> Sensory
	<input type="radio"/> Other		<input type="radio"/> Other		<input type="radio"/> Other

c. Please specify by child his/her disability and provide information about how it affects his/her daily life and that of your family.

d. Please provide specific information on how this diagnosis or disability affects your access to necessary or needed services.

e. Is your son/daughter receiving special education services? ☐ yes ☐ no

If yes, please describe those services:

3. Do you, or does your son/daughter, meet the federal definition of a person with a developmental disability? (See definition on last page of this application.) ☐ yes ☐ no

4. Identify one or two specific problems or issues that are of greatest concern to you.

5. Weekend sessions begin with check-in and lunch at 11:00 a.m. on the first day and end at 3:00 p.m. on the second day. Double occupancy rooms (you will be roomed with another class member) and meals will be provided. Sessions are held at (location):

a. Attendance is required at each weekend session. Will you make a time commitment of two days, one weekend a month (September through May with no session in December), for eight months? ☐ yes ☐ no **Please place the session dates on your calendar at this time.**

b. If you are employed, have you talked with your employer about session attendance and made necessary arrangements so you can attend all weekend sessions? ☐ yes ☐ no

6. If you have a disability, what accommodations do you need to help you actively participate in the weekend sessions (such as wheelchair access or larger print)?

7. Do you require interpreter services (such as American Sign Language (ASL), or other language translation)? ☐ yes ☐ no If yes, please specify:

8. If you are a parent, will you be using respite/child care services so you can participate in the Partners program? ☐ yes ☐ no

9. If you are a person with a disability, will you be using personal care assistant (PCA) services during the weekend sessions? ☐ yes ☐ no

Please note: the Partners program does not provide these services.

10. Are you currently a member of, volunteer for, or involved with, an advocacy organization?

☐ yes ☐ no

If yes, what is the name of the organization(s) and what role(s) do you play?

11. Please tell us about yourself/your family.

a. If you are working, tell us about your job and the kind of work you do:

b. If you are in school, tell us about the types of classes you are taking:

c. In what type of community/volunteer activities are you involved?

d. What are some of your personal interests?

12. Tell us why you want to participate in the Partners in Policymaking program.

13. How did you learn about the Partners in Policymaking Program?

FEDERAL DEFINITION OF A PERSON WITH A DEVELOPMENTAL DISABILITY:

The term “developmental disability” is defined in the DD Act as a severe, chronic disability of an individual from birth that:

- 1.** Is attributable to a mental or physical impairment or a combination of mental and physical impairments;
- 2.** Is manifested before the individual attains age 22;
- 3.** Is likely to continue indefinitely;
- 4.** Results in substantial functional limitations in three or more of the following areas of major life activity: self care, receptive and expressive language, learning, mobility, self direction, capacity for independent living, and economic self sufficiency; and
- 5.** Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic care services, supports or other assistance that is of lifelong or extended duration and is individually planned and coordinated;
- 6.** When applied to infants and young children, individuals from birth to age nine, inclusive, with a substantial developmental delay or specific congenital or acquired conditions may be considered to have a developmental disability if the individual, without services and supports, has a high probability of meeting those criteria later in life.